DOCUMENT RESUME

ED 284 386 EC 200 203

TITLE	Behaviour: Resource Guide.
INSTITUTION	Ontario Dept. of Education, Toronto.
REPORT NO	ISBN-0-7729-1548-2
PUB DATE	86
NOTE	53p.
PUB TYPE	Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Affective Behavior; *Behavior Disorders; Classroom Environment; *Classroom Techniques; Elementary Secondary Education; Foreign Countries; *Humanistic Education; *Intervention; Models; Parent School Relationship; *Prevention; Student Behavior; Teacher Student Relationship

ABSTRACT

Intended for teachers of students with behavior problems, this manual provides information on developing and maintaining a positive classroom environment and managing specific behavioral difficulties. Major emphasis is placed on the importance of encouraging affective development among all students. The manual's first section addresses effective classroom management at the preventive level, offering a variety of specific ideas and strategies that may assist teachers in maintaining appropriate behavior and fostering cooperation in the classroom. The second section considers effective classroom management at the supportive level, providing a framework for designing a rational and consistent approach to a particular behavioral problem. A model for supportive intervention, which assists the teacher in observing and recording, analyzing and interpreting, planning and intervening, and evaluating, is also presented as well as three case studies exemplifying its application at the elementary, intermediate, and secondary levels. Appendices present two of the case study teacher records and a list of references and curriculum materials. (CB)

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Ontario
Ministry of Education

The Honourable Sean Conway, Minister
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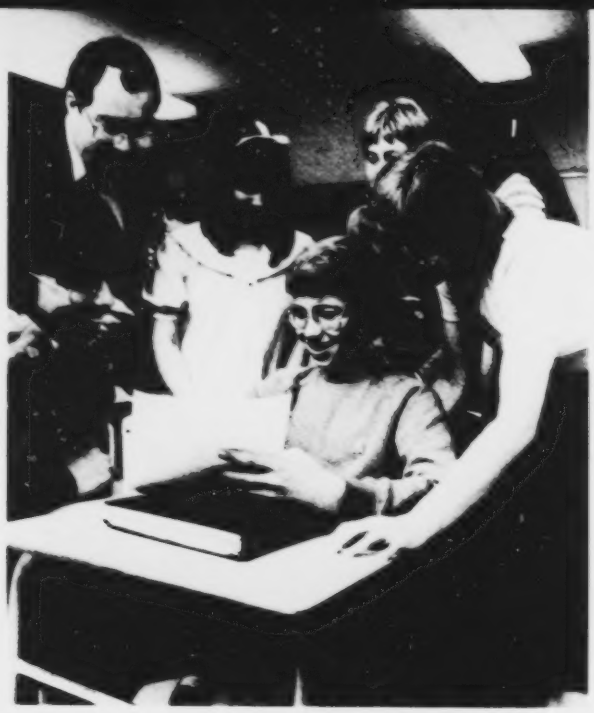


Introduction

This document is designed to offer support and assistance to all teachers involved in providing a continuum of programs and services to pupils, including those whose behaviour, at one time or another, is of concern in the school setting. Some of these will have been identified formally as behaviourally exceptional pupils according to the Ministry of Education definition given in the *Special Education Information Handbook, 1984*.[1] However, the majority of the students whose needs are addressed in this document will not have undergone a formal identification process and in all likelihood will not require specialized educational support beyond that provided for them by the regular classroom teacher.

This document is also intended to assist those who plan professional-development and ongoing training programs focusing on effective classroom management and student behaviour.

The document is based upon the premises that the *prevention* of behavioural difficulties is of primary importance in maintaining a positive learning environment for all students and that assisting teachers to understand and consistently apply a variety of effective strategies for managing behavioural problems will help them create a positive environment in their classrooms.

A further premise is that a consistent approach towards students with behavioural difficulties can assist most such students to achieve more productive styles of behaviour, enhanced self-esteem, and increased academic success. It is suggested, therefore, that teachers planning strategies to maintain positive interaction within the classroom may find it helpful to consider behavioural difficulties in terms of personal and/or social conflicts. These behaviours, which may range from withdrawal to acting-out, and which may vary in degree of intensity, could arise from conflicts with self, society, home, or school. It is also emphasized that acceptable and appropriate student behaviour is developmental in nature and is influenced by such factors as

1. Ministry of Education, Ontario, *Special Education Information Handbook, 1984* (Toronto: Ministry of Education, Ontario, 1984).

parental guidance, peer interaction, previous experiences, and the effectiveness of the management techniques used by all teachers, past and present.

Finally, it should be remembered that, although the student and the teacher are the primary participants in the dynamics of student behaviour, the teacher is not isolated in his or her efforts to resolve the behavioural conflict. Services to support the teacher are interdisciplinary in nature and may include school administrators, teaching colleagues, and resource personnel within the educational system as well as significant others outside the system (e.g., family members, public health nurses, social workers).

Sometimes, despite this support and the diligent application of the most effective tools available to deal with unacceptable classroom behaviour, some students will continue to experience behavioural difficulties. For teachers who, from time to time, encounter such cases, it is important to remember that the teacher cannot be all things to all students and should not feel less than competent when the need to seek assistance beyond the classroom arises.

Note on Organization

This document begins with a section on encouraging affective development in all students. The position of this discussion at the beginning of the document reflects its importance.

The remainder of the document is divided into two major sections. Part I – "Effective Classroom Management at the Preventive Level" – offers a variety of specific ideas and strategies that may assist teachers to maintain appropriate behaviour and foster co-operation, participation, and learning within the classroom. Part II – "Effective Classroom Management at the Supportive Level" – provides the teacher with a framework for designing a rational and consistent approach to a particular behavioural problem. A model for supportive intervention is presented in this section. This model is only one of many possible models; however, it has the advantage of being readily adaptable to any classroom setting. Incorporated within this model are ideas to assist the teacher in:

- observing and recording;
- analysing and interpreting;
- planning and intervening;
- evaluating.

The application of the model is then illustrated in three case studies from the Primary/Junior, Intermediate (Grades 7-8), and Secondary levels.

Encouraging Affective Development

The suggestions outlined in this document are designed to assist the teacher to develop and maintain a positive classroom environment and to manage specific behavioural difficulties that may arise. These suggestions are all based on the premise that positive behaviour is more likely to occur when students are given the opportunity to develop a sense of belonging and an identity within the school environment.

The teacher who assists a student to internalize feelings of competence and self-reliance may significantly affect that student's participation in, commitment to, and ability to benefit from the learning experience. The self-confidence that ultimately results from ongoing successful experiences can provide the foundation for the student to effectively direct his or her own behaviour to meet future demands of an academic or social nature.

It may be productive to encourage students, both on an individual and on a group basis, to examine various aspects of their affective development in order to gain a better understanding of themselves and others. Some specific components of affective development are briefly outlined below:

1. Self-esteem: self-acceptance, a healthy self-image, and a perception of self-worth that are reflected in personal, academic, and social behaviours
2. Self-confidence: confidence regarding personal and social skill development
3. Responsibility: reliability and investment of self in personal and social commitments
4. Initiative: the ability to undertake and sustain independent effort
5. Honesty/Trust: the ability to express feelings honestly and openly to others
6. Empathy: the ability to respond to others with objectivity and understanding
7. Judgement: the ability to make appropriate decisions independently and to adapt behaviour to the demands of a situation
8. Flexibility: the ability to adjust to change and to alter behaviour constructively
9. Patience: the ability to accept differences during interaction with others; the ability to delay personal need gratification; the ability to handle frustration
10. Humour: the ability to employ humour appropriately, both in general and in situations involving conflict, to maintain perspective and release stress

For additional ideas on this topic teachers should consult the support document *Handbook for Teachers of Students With Learning Disabilities*, particularly the section "Specific Teaching Strategies – Social Skills",[2] as well as the relevant reference materials cited in the Bibliography of the present document.

2. Ministry of Education, Ontario, *Handbook for Teachers of Students With Learning Disabilities* (Toronto: Ministry of Education, Ontario, 1986).

Promoting Appropriate Student Behaviour

The various strategies that teachers may use to encourage and promote appropriate student behaviour can be classified under two general headings – preventive and supportive. Teachers may find some of the suggestions obvious, or feel that to attempt to incorporate all of the strategies into the daily classroom routine would be impossible. The needs of individual teachers in relation to their present teaching styles and behaviour management skills will determine which of the ideas offered here are selected for use.

I. Effective Classroom Management at the Preventive Level

Effective classroom management at the preventive level occurs directly under the control of the classroom teacher and the support system within the school (principal, resource personnel, and so on). The aim of preventive intervention is to maximize the opportunities for a positive, successful classroom experience for all students.

The effective teacher is aware of the student's needs, interests, and abilities. A student's self-esteem and aptitude for appropriate social interaction can be fostered by the teacher's awareness of such factors as the student's home environment and the student's ability to function in school and in the community. A further understanding of the student may be achieved through ongoing observation of the student's relationships with peers and teachers (e.g., in the corridor, in the schoolyard) as well as of his or her approach to academic tasks. It is essential that teachers develop the skill and flexibility to adapt the curriculum, vary instructional techniques, and adjust behavioural expectations to ensure opportunities for success for each student.

At the general preventive level all students need the security of knowing that the teacher understands their difficulties and can be trusted to manage classroom behaviour with confidence and patience.

The suggestions that follow fall into three distinct categories:

A. Behaviour
B. Learning Environment
C. Home-School Communication

A. Behaviour

In order to establish a climate conducive to effective learning and social development and to maximize opportunities for each student to maintain appropriate behaviour in the classroom setting, teachers should:

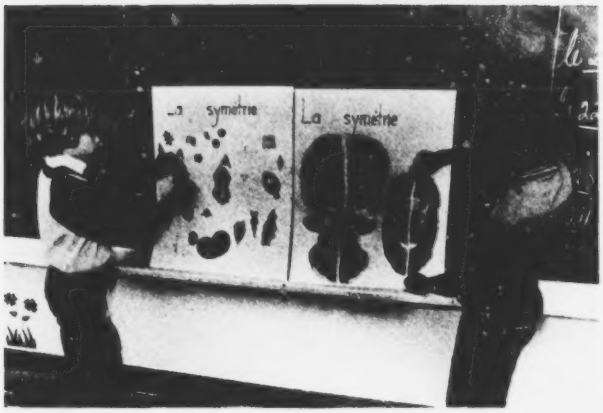
- clearly define specific and realistic expectations with a minimum number of rules simply stated in positive terms. This should be done as early as possible in the school year and before difficulties arise in the classroom;
- involve students in formulating or modifying these behavioural expectations;
- communicate in advance to the students any change in routines or expectations with respect to behaviours;
- collaborate with school administrators to establish and support a set of classroom rules and expectations consistent with the approved school behaviour code;
- notice and encourage appropriate classroom behaviour;
- emphasize strengths rather than weaknesses, rewards rather than punishments, encouragement rather than correction;
- provide opportunities for ongoing successful experiences that will enhance the self-esteem of each student in the classroom;
- promote and encourage the development of social skills within the curriculum;
- become familiar with a variety of available strategies for managing behaviour;
- be in the classroom before the students arrive and thus avoid having to re-establish control prior to beginning a lesson;
- establish and utilize effective lines of communication with the home regarding expectations for students (see "Home-School Communication", below).

In addition, in order to gain an understanding and to communicate an acceptance of the individual student, teachers should:

- become familiar with typical behaviours for children at various developmental stages (cognitive, physical, and affective);
- review available records to become familiar with the individual student's academic and social background;
- be aware of the student's patterns of functioning in his or her interaction with peers and adults in the school, family, and community;
- listen actively to students to gain an appreciation of their perception of situations;
- capitalize on students' strengths and interests to encourage the growth of confidence and self-esteem;
- respond to each student's behaviour and performance in terms of individual differences and needs;
- encourage students to develop self-awareness in and about their relationships with peers and adults;
- demonstrate openness, to signal that they are available to discuss a student's feelings and concerns in private;
- establish a two-way communication between teacher and parent and contact parents with "good news", not just to report problems;
- exemplify through their own behaviour and attitudes a respect for the students and themselves.

In order to foster and maintain positive student-teacher interaction, teachers should:

- approach students in a consistent, encouraging, supportive, fair, flexible, and honest manner;
- encourage students to participate in formulating positive behavioural goals and methods of attaining those goals;
- encourage students to monitor and direct their own classroom behaviour;
- vary instructional approaches to maintain student motivation, participation, and involvement;
- provide security through the consistent application of fair, realistic, and age-appropriate consequences;
- act to avoid power struggles with the student;
- avoid reacting impulsively when confronted with inappropriate student behaviour;
- respond without defensiveness when the teacher's authority appears to be challenged;
- if either teacher or student is upset or angry, delay discussion and/or decisions until emotional stability is restored;
- discuss inappropriate behaviour in private unless the problem involves the class as a whole;
- accept that both teacher and student can make human errors;



- establish with each student an understanding of the steps to be taken to resolve a problem when conflicts arise;
- document how problems were successfully resolved as a reference point to maintain positive interaction.

B. Learning Environment

To promote students' co-operation, participation, and learning, the following suggestions for programming are offered to teachers:

1. School Organization and Structure

a) Physical arrangement of the classroom
Teachers should:

- ensure a smooth transition from one activity to another;
- minimize non-essential or potentially distracting stimuli;
- provide areas where discussion may take place with an individual student away from the rest of the class;
- establish specific work/study areas within the classroom;
- create a physical arrangement that allows them to vary methods of instruction.

b) Routines
Teachers should establish a daily/weekly schedule of tasks and activities to be completed within the framework of clearly defined limits for classroom behaviour and academic expectations.

c) Course selection and scheduling
Teachers and administrators should:

- give students an overview of school functioning (e.g., course descriptions, levels of difficulty, schedules, staffing, school activities, student services);
- "allow parents and students sufficient time to examine the alternatives and to make judicious decisions";[3]

3. Ministry of Education, Ontario, *Ontario Schools, Intermediate and Senior Divisions (Grades 7-12/OACs): Program and Diploma Requirements* (Toronto: Ministry of Education, Ontario, 1984), p. 20.

- allow flexibility in student schedules to make it possible to respond to special needs (e.g., to change the level of difficulty or provide special programs such as co-operative education and work experience);
- give more coherence to classroom organization in Grades 9 and 10 by grouping students for sets of classes in the compulsory courses;[4]
- maximize the potential for success by allowing for the most effective student-teacher match.

2. Curriculum and Instructional Techniques

Teachers should:

- be familiar with and adapt ministry and local board curriculum guidelines to maintain an element of challenge and to maximize the potential for success;
- clearly define long-term and short-term goals (both general goals for classroom functioning and specific goals for individual needs). These may also serve as guidelines for measuring progress;
- inform students of daily schedules of tasks and activities;
- explain the main goals of the daily program to the students;
- vary instructional techniques and materials to meet both overall class needs and those of individual students;
- explore the use of alternative modes of instruction (e.g., computer-based instruction);
- move quickly into the lesson in order to minimize the potential for disruption;
- ensure that the length and complexity of directions are appropriate to the students' capabilities;
- ensure that the subject matter is presented in an easily followed sequence of steps with opportunities for continuous review and for feedback from the students regarding their understanding of the content of the lesson;
- demonstrate the practical value and relevance of each specific activity for both immediate and long-term achievement (e.g., read the shop manual in English class, or teach the mathematical concept of metric measurement through a cooking activity);
- know each student's academic strengths and weaknesses as well as his or her learning style (i.e., auditory vs. visual processing abilities, receptive vs. expressive language development, short- and long-term memory, gross- and fine-motor skills, etc.). This information may be obtained from formal assessment reports, the OSR, and parents, as well as from colleagues' and the teacher's own observations of the student;
- ensure that the curriculum is appropriate and adaptable to each student's individual abilities, skill development, and skill deficits;
- help each student become aware of his or her own needs and capabilities;
- consider each student's perception of how he or she learns best;
- continuously sample each student's skill development within each academic task area and subsequently modify task amount and/or level of difficulty to ensure challenge and success for each student;
- maintain realistic expectations of each student's performance based upon teacher observation and ongoing educational evaluation;
- evaluate students only on the subject matter covered;
- encourage and reinforce consistent successful completion of tasks through opportunities for students to progress at a pace appropriate to their abilities;
- encourage and reinforce group support, appropriate participation, and communication;
- utilize student suggestions in adapting the curriculum;
- be available to students;
- provide opportunities for ongoing feedback and exchange of ideas between student and teacher as well as among students;
- facilitate positive student-teacher interaction to enhance student interest in and communication about an outside interest or activity;
- know how and when to consult with other professionals to obtain their assistance in creating the most effective program for the student with individual needs.

4. Ibid., p. 15.

C. Home-School Communication

Teachers and parents should recognize that the education of the student is a shared responsibility. For the student with behavioural difficulties, the likelihood that success will be achieved is increased when co-operation, understanding, and trust exist between the home and the school.

The establishment of a teacher-pupil relationship that will be of benefit to the child or adolescent requires sensitivity and skill in communication on the part of school personnel. An awareness that parents' perceptions of educators are shaped by their culture, by their educational experiences, and/or by previous school contacts concerning their child will help the educator to communicate effectively with them. Particularly where some parents may have had a history of negative experiences related to their child's behaviour, it is vital that the educator use considerable diplomacy in dealing with these parents. An awareness of and sensitivity to the value systems of parents from differing ethnic and religious backgrounds is essential.

Communication is a two-way process. Most parents welcome the opportunity to share and receive information about their child. They are anxious to be kept informed of their child's progress and to play an active part in educational decisions related to him or her. It is easier to share information and resolve problems with parents when educators adopt a non-threatening, respectful manner. It is important that school personnel be aware of policies and procedures regarding the dissemination of information acquired from parents, and that they respect the private and confidential nature of this information.

Effective communication with parents can be achieved through a variety of methods – conferences at school, telephone calls, visits to the home, written notes or reports on a daily, weekly, or monthly basis. Generally, however, personal contact is the approach that is appreciated most by parents. Regardless of the approaches chosen, it must be remembered that communication with parents should be an ongoing process and not merely a measure that is applied at a time of crisis. Effective communication with parents may prevent potential behavioural difficulties from developing.

The suggestions that follow may be useful in eliciting the co-operation and support of parents.

Teachers should:

- introduce themselves to the parents of their students as early as possible in the school year;
- begin each contact with a positive comment about the student;
- contact parents with compliments about their child, not just with concerns;
- express their appreciation when parents attend a conference at the school;
- state the purpose of any contact they have initiated;
- express their interest in (and concern for) the student;
- state their observations as specifically as possible, without being judgemental;
- provide documentation (charts, graphs, dates, times) for their observations;
- describe what they have done to date to deal with the behavioural difficulty;
- concentrate on only one or two issues of concern during the contact;
- encourage parents to express their own views and perceptions;
- ask for parental assistance in resolving the situation;
- establish with the parents a plan of action – what the teacher will do and what the parents will do;
- impress upon the parents that change in their child's behaviour may not be immediate or consistent;
- avoid any implication that the parents are to blame for the behaviour of the child;
- ensure privacy if the conference is held at school;
- be aware of such things as comfortable personal distance and arrangement of furniture during the conference;
- consult with colleagues and support personnel (and possibly role-play the situation) before a potentially difficult parental contact, in an effort to make the teacher-parent conference a more positive one.

Occasionally, the teacher may be thrust into the role of social worker by parents who are unfamiliar with school and community support resources. This situation requires discussion with administrators as to the appropriateness of the role for the teacher.

II. Effective Classroom Management at the Supportive Level

Throughout this document, the term "supportive intervention" is used to refer to appropriate classroom management techniques that will enable a student or peer group to regain self-control or that will defuse potentially volatile situations. In order to achieve this, teachers should be familiar with a variety of strategies and should endeavour to use them creatively and confidently. It should be emphasized that what works on one occasion may not work on another, and that what may be effective for one student may not be effective for another. A flexible approach is therefore advisable.

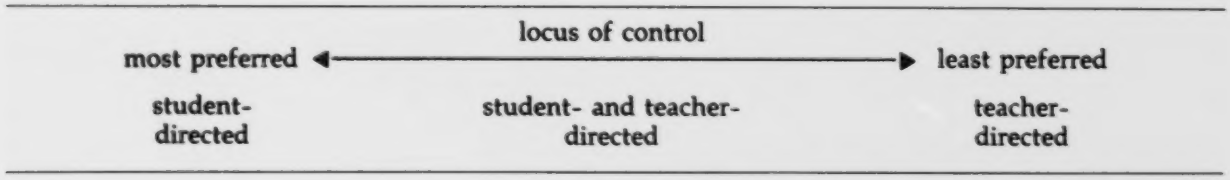


Figure 1. A Continuum of Locus of Control for Supportive Interventions

All interventions can be placed on the continuum illustrated above. For example, given a student who swears in class, in a teacher-directed resolution the teacher would exclude the student from class for swearing. In a student-directed resolution the student would monitor his or her own swearing in class.

Implicit in the above examples is the issue of who has responsibility for control. Although initial control lies with the teacher, the goal is to have the student assume increased responsibility for his or her actions. This is a gradual process for most students with behavioural difficulties and may require a variety of classroom management techniques applied over a period of time.

If the persistent use of appropriate and varied classroom management techniques fails to bring about the planned change in the student's behaviour, it may be appropriate to investigate resources beyond the classroom (e.g., consultation/referral).

A. Supportive Intervention Strategies

The following strategies may be applied when supportive intervention is required for students with behavioural difficulties. These strategies are grouped according to the approximate position of each technique on the continuum of locus of control (figure 1), from most to least preferred. Positive techniques should always be used first; less pleasant interventions should be used only if positive techniques have failed to bring about the desired change in student behaviour.

Many of the ideas and terms below are adapted from C.M. Charles, *Building Classroom Discipline: From Models to Practice*.[5]

1. Student-directed

This technique is quite powerful if used in appropriate situations and is more effective with older students.

The student monitors his or her own behaviour by recording (e.g., with check marks) each time the behaviour occurs. The technique makes the student more aware of the behaviour and its occurrence. Often the immediate result is a decline in the specific behaviour being monitored.

Other benefits of the technique are:

- enhanced student responsibility from assuming the recording and monitoring role;
- immediate visual cues as to progress;
- the possibility of an extension to contingency contracting.

The teacher must judge how mature and responsible the student is. The teacher may also wish initially to monitor the student's behaviour and compare results after a short period of time, to ensure the accuracy of the student's own record.

2. Student- and Teacher-directed

Awareness of Student Self-Concept

The teacher should be aware of and keep constantly in mind the student's concept of self and make this an important focus of any individual plan for behaviour change in the student.[6]

5. C.M. Charles, *Building Classroom Discipline: From Models to Practice* (New York: Longman, 1981).

6. See Maslow's "Hierarchy of Needs", in Robert F. Biehler, *Psychology Applied to Teaching* (Boston: Houghton Mifflin, 1971), p. 320.

Direct Appeal

Direct appeal is a management technique employed by the teacher in order to gain compliance with a request. It is straightforward and honest and emphasizes the impact of the student's behaviour on others (e.g., "Susan, please sit down. All of us would like to complete our work"). Direct appeal may necessitate an increase in voice level. Emphasis should be placed on such key words as "Susan", "please", "we", and "work". Appropriate facial expressions and body language support the technique.

Proximity of Control

The proximity-of-control management technique requires the teacher to be in a location that readily allows him or her to evaluate, provide protection, ensure security, and be a source of support for the student experiencing behavioural difficulty.

Signal Interference

The signal-interference technique requires the teacher to signal to the student that his or her behaviour is beginning to intrude or that it is unacceptable. Non-verbal signals such as a stare or hand gesture could be discreetly used in an attempt to redirect the student.

Modelling

In modelling (or observational learning) the student is induced to imitate the responses of models (teachers, peers, and significant others). Teachers should be aware that students may also copy negative behaviour (e.g., if the teacher loses control and shouts at the class). To implement positive modelling the following are essential:

- a clear, concise, accurate example (model) for students to observe;
- careful attention by observers to the modelled event;
- retention (remembering) by observers of what is shown by the model;
- practice in re-enacting the observed concept, process, or behaviour;
- positive feedback and reinforcement for appropriate modelling.

The modelling technique can be used to teach behaviour, concepts, cognitive skills and processes, language, creativity, values, attitudes, and interests. It is important to remember that teachers are prime models for classroom instruction and behaviour.

Active Listening

In active listening, the student's feelings or expressed opinions are reflected by the teacher in order to communicate his or her understanding of the real meaning of the student's message. The teacher should decode the central problem from clues provided by the student and give feedback by indicating (e.g., with a nod of the head, or a supportive comment) that the problem has been understood. The aim of active listening is to clarify for the student his or her own perceptions of the problem and to help him or her generate a solution. The teacher's attitude, which is of prime importance, should demonstrate genuine acceptance of the student's feelings (e.g., "you must be feeling very frustrated") and convey a belief that the student can solve his or her own problems. Value judgements and value-laden responses should be avoided.

Interpreting the Student's Behaviour

There are times when a student is not aware of his or her personal behaviour and its impact. Interpreting the student's behaviour (i.e., teacher feedback to student) can be the first step towards resolution. Through the interpretation, the student becomes increasingly aware of behaviour that is inappropriate and of possible alternative behavioural choices.

Teacher interpretation of a student's behaviour is best done in private. Such interpretation should be stated as the teacher's point of view and not necessarily as an absolute truth. While interpreting, the teacher should avoid analysing and condemning. The behaviour, its impact, and alternatives for resolution are the most important issues. The teacher may also make the student aware of the consequences of the behaviour. The teacher should recognize that this is a supportive technique, and that choices for resolution are in the student's domain.

It should be noted that if the student misconstrues or rejects the teacher's interpretation there may be a counter-reaction.

The Student-Teacher Interview

The interview between a teacher and a student or a small group of students usually centres on interactional problems. The process may lead to a pre-stated goal, or it may offer immediate support to a student with behavioural difficulties. The steps in the process might be as follows:

1. The teacher ascertains the student's perception of the event.
2. Through questioning, the teacher attempts to reach the crux of the problem (perhaps through active listening).

3. The teacher asks the student what he or she thinks should be done to resolve the problem.
4. If the problem is not resolved at step 3, the teacher takes more direct action. It is suggested that the approach be practical and pragmatic, with no moralizing or threatening overtones.
5. If there is no practical solution offered by the student, the teacher offers suggestions for a possible resolution.
6. The student, with the help of the teacher if necessary, develops a follow-through plan that may include alternative courses of action.

Making a Contract

Two types of contract may be employed to effect behavioural change. The first involves a written contract between the student and the teacher; the second a contract between the student, the teacher, and the student's parents.

In each type of contract, the participants agree to put down in written form and sign a statement describing the behaviour to be changed, the level of performance or behaviour expected of the student, and the specific consequences that will result from attainment of or failure to attain the stated goal.

The successful contract is very specifically worded and sets realistic goals. The initial contract goal may only approximate the ultimate or long-term goal. For example, if the goal for the student is to eliminate wandering in class during instruction periods, the original contract may specify as a goal a minimum reduction in the number of times the student is out of his or her seat within a given time period. As the student attains this goal, the contract is rewritten to increase the expectations with respect to "in-seat" behaviour. Future modifications in expectations occur as each level of behaviour is consolidated by the student. With a home-school contract, the parents participate in formulating, monitoring, and/or reinforcing specific behaviours (e.g., homework completion, school attendance) in cooperation with school personnel. While the contract terms may initially be teacher directed, the emphasis should gradually change to terms or conditions directed by the students themselves.

Using Peers for Change

The teacher may be able to effect behavioural change in a student by the sensitive structuring of his or her associations with peers. Peers can be used as models, as tutors, and as social reinforcers. Some students are more receptive to accepting direction from peers, who are not viewed as authority figures.

Positive Peer Counselling

Positive peer counselling involves the use of a student to counsel another student concerning the logical outcome of his or her behaviour. Properly supervised and sensitively applied, this method may work where others do not.

3. Teacher-directed

Restructuring the Classroom or the Activity

More efficient behavioural management may be achieved through the physical rearrangement of the classroom or of particular class activities. Both formal and informal classroom structures have advantages and disadvantages for student(s) and teacher(s), and the best arrangement is one that is effective for all the individuals involved. If the teacher's style is one of maintaining control and lecturing, straight rows of desks may be appropriate. Random clustering of students involved in individualized and self-directed learning is regarded as an informal classroom structure. The teacher acts as a facilitator in this type of structure.

Because teacher style and student needs are dynamic factors, in restructuring classrooms or particular class activities teachers need to consider carefully all conditions that may affect physical structure and management of behaviour.

Setting Priorities

Rather than trying to solve several management problems at one time, teachers should focus on those that they feel are most amenable to change and most likely to respond to effective management techniques. Achieving success first in minor problem areas can give teachers the confidence to confront serious behavioural difficulties.

Regrouping Students

Membership in groups can affect individuals in different ways. The technique of regrouping students may be used to eliminate unacceptable behaviours resulting from poor grouping. Regrouping is useful for improving motivation and enhancing academic performance. For example, the members of a lower performing group within the class would probably exhibit higher performance and more appropriate behaviour if they were placed in groups that more often exhibited positive behaviour.

Providing "Hurdle Help"

"Hurdle help" is short-term individual tutoring or modelling to help the student overcome an academic, social, or emotional problem. The

technique can be effective when students need only a modest amount of information to begin functioning appropriately. For example, by providing a little extra information or support, the teacher could help a student who has difficulty complying with instructions to shift from one activity to another.

To be effective this technique requires prior knowledge on the part of the teacher. Through experience, observation, or assessment the teacher would have identified a specific difficulty or difficulties encountered by the student in a particular type of situation.

Employing Students' Interests in Relationship Building

A student's unique interests can be used to improve communication and motivation. Thus, the teacher might monitor and remember the interests of a student whose behaviour is of concern. (The teacher might, for example, express an interest in the student's hockey team or ask the student how his or her dog's training is progressing.) These shared interests could be used as a basis for classroom activities as well as for enhancing the relationship between the teacher and the student. It should be noted that students will usually pick up any element of insincerity on the part of the teacher.

Offering Praise and Encouragement

There is a danger that the student may not accept general praise unless the statement genuinely fits his or her experience. For example, to say to a student who has already failed at least one grade, "You're really smart," might make the student suspicious. To avoid this problem it may be more effective for teachers to describe the specific behaviours they are praising or encouraging. Evaluative or judgemental comments should be avoided. The teacher should thus praise the behaviour not the child. Praising indiscriminately rather than encouraging positive behaviours through specific comments may destroy credibility and trust.

Offering "Hypodermic Affection"

A teacher's attention can provide status to a student who may be showing signs of feelings of inferiority, mistrust, or doubt. The teacher may acknowledge the student with a comment, a smile, or a wink, or by other overt signs of recognition. This technique will be effective only if the teacher is liked and respected by the class and the individual student.

Releasing Tension Through Humour

Humour, when used appropriately, can be an effective management technique. It works best with groups of students, but can also be useful in one-to-one situations. The use of humour does three things in quick succession: it points out the unwanted behaviour; it immediately releases the tensions associated with the teacher's intervention; and it supports the student who is attempting to regain self-control. For example, the Grade 8 physical education teacher might say to a group of students who are continually downgrading each other while playing basketball, "Who said good manners and sportsmanship are part of a basketball game?" It is important that humour be gentle and always accompanied by a smile from the teacher. The teacher also can model the release of tension through appropriate body language. Humour should not be confused with sarcasm.

Limiting Space and Tools

This technique involves the removal of any potentially distracting elements from the learning environment of those students who are known to be adversely affected by non-essential, distracting stimuli.

Anticipating Problems

The teacher can attempt to anticipate potential problems and thereby prevent disruptive behaviour from occurring or (if such behaviour is already present in a minor way) from getting worse. For example, a student who enters the classroom in the morning in an obviously angry frame of mind can sometimes be redirected by the teacher through an activity that will defuse the anger.

The Premack Principle

This technique (also known as "Grandma's Rule") is based on the simple "trade-off" implied in the statement "First you do what I want you to do, and then you may do what you want to do." The task less liked (by the student) should initially be short and well within his or her capabilities. The student's preferred activity should speedily follow, and the connection should be clearly stated.

Logical Consequences

A consequence should be the logical, reasonable outcome of a student's behaviour. The consequence should not appear arbitrary, and the direct connection should be clear to the student. A brief statement that the behaviour is unacceptable should immediately precede the introduction of the consequence. No excuses on the part of the student should be entertained or accepted when rules that have been made clear are violated.

Self-Correction and Over-Correction

Self-correction and over-correction require time and effort from the student who has broken a rule of behaviour. The long-range goal is to motivate the student to comply with the rule. Self-correction requires the student to repeat in the correct manner a behaviour that was done incorrectly. ("Always walk in the halls. Please go back and try again.") Over-correction requires the student to repeat the correct behaviour a number of times.

Removal on the Teacher's Terms

There are times when a student may take control and become a disruptive threat to himself or herself as well as to other students. At these times the student may need to be temporarily isolated or removed from regular classroom activities. The teacher's goal is to facilitate the removal of the student in the most effective and positive way possible. The verbal message delivered to the student is assertive in that it describes specifically what is to happen, the reason for it, and a method for re-entry. For example, the teacher may say to a student who is being directed to leave the classroom for continuous disruptive behaviour: "John, the rest of the class is trying to learn, and your behaviour won't let them. Go to the carrel at the back of the room. When you think you can control your behaviour and not disrupt others, I'd like to talk with you about returning." Although the teacher is being specific in asking John to remove himself from the group work area, positive terms for re-entering that work area are given to him. Every attempt should be made to accomplish this removal without giving the student undue attention.

Avoiding Power Struggles

A student who overtly or covertly opposes a teacher may evoke an emotional response. In the resulting power struggle, neither side is likely to emerge a winner.

All attempts should be made to avoid power struggles. As the adult in control, the teacher can use active listening and student-teacher interviews to understand the student's needs. The management problem should be dealt with in private in a non-threatening, calm manner. Above all, the student should be allowed the opportunity to save face, especially in front of his or her peers. Teachers should demonstrate (model) the kind of behaviour they expect from their students.

Shaping

Shaping is a technique for inducing a student to begin or increase a desired behaviour. It involves reinforcing actions and attitudes that resemble the behaviour the teacher would like to see. In applying shaping techniques the teacher should:

- identify effective reinforcers for the student;
- establish clear criteria for each approximation to the desired behaviour;
- select a response that resembles the behaviour ultimately sought from the student and reinforce it immediately when it is exhibited;
- when the new response is established, select a closer approximation to the target behaviour and reinforce that, continuing the sequence until the desired behaviour is reached.

Shaping can be a very effective management tool if correctly applied. Teachers are advised to read more about the technique before attempting to use it in the classroom (see Bibliography).

Chaining

Chaining is a form of applied task analysis. When analysed, many seemingly complex behaviours can be broken down into discrete elements. In the technique referred to as chaining, each element of the behaviour is practised separately and reinforced until mastery is achieved. The behaviour chain is maintained by one reinforcer applied at the end of the sequence.

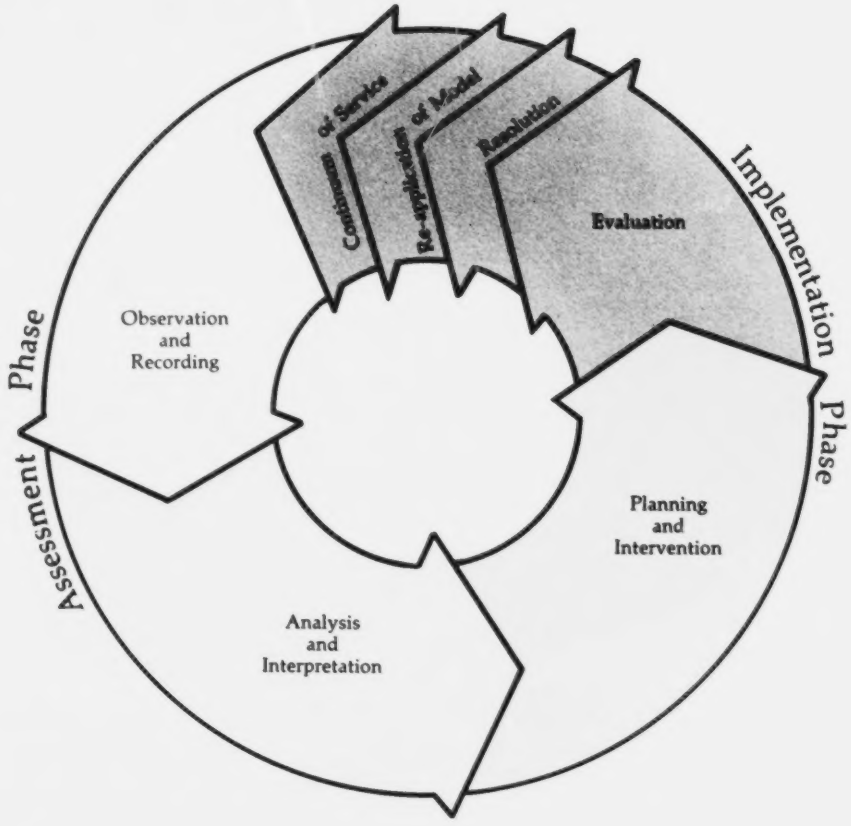
A chain of behaviours may be illustrated by the following example. A student opens his or her notebook and copies down the homework assignment, completes the assignment at home, hands in the work to the teacher the next morning, and receives a good grade and positive comment on the assignment from the teacher the following day. In this instance, reinforcement provided at the end of the series of behaviours was sufficient to ensure that all discrete elements were displayed. Initially, however, the student may have required reinforcement for each separate behaviour in the chain.

"No Excuses!"

Once rules have been clearly and simply stated and the consequences of any violations discussed, no excuses should be accepted when violations occur. A brief statement that the behaviour is unacceptable should immediately precede the consequence. Extenuating circumstances may influence the teacher's decision to apply this technique.

B. Supportive Intervention Model

Supportive intervention management techniques should reflect a logical, rational plan for change. The model illustrated below may be useful in developing such a plan.



The sequence involved in applying this model is outlined below. Teachers should note that upon initial application, the steps in the model should be followed sequentially, and that each individual case will dictate the amount of relevant data required. Long-standing and/or severe problems may require a more detailed plan for change as well as consultation with appropriate resource personnel. There may be times, too, when it is not possible to apply the model (for example, where crisis intervention is required). The observation and recording of pertinent details may not always be carried out by the classroom teacher. On occasion, it may be more appropriate to delegate this task to the vice-principal, guidance counsellor, educational assistant, or other personnel.

C. Steps in Applying the Model to Analyse Behaviour and Plan Behavioural Change

Assessment Phase: Observation and Recording

Pinpoint Behaviour

A specific statement describing the student's inappropriate behaviours should be formulated (e.g., "Leslie rarely completes home assignments").

Gather Information

Pertinent details relating to the behaviour pinpointed should be observed and recorded. The following format may provide teachers with a useful guide for completing this step.

1. Behaviour
- frequency
- duration
- intensity
- event(s) immediately preceding problem behaviour (antecedent)
- event(s) immediately following problem behaviour (consequence)

2. Student
- learning style
- strengths
- interests
- motivation
- weaknesses
- response to correction/praise
- social skills
- perception of the problem

3. Teacher self-awareness
- teaching style
- organization
- instructional techniques
- teacher-student interaction
- priorities

4. Situational factors
- structured vs. unstructured activities
- supervised vs. unsupervised activities
- large-group vs. small-group activities
- others involved
- location
- time
- organizational structure
- task/activity content

5. Curriculum
- appropriateness of subject, content, instructional material, evaluation techniques
- flexibility of course selection

6. Student profile (past history)
- OSR
- reports (school, medical)
- conferences with student, parents/guardians, other teacher(s), other resource personnel, school administrators

Assessment Phase: Analysis and Interpretation

Interpret Information (Formulate Hypotheses)

The information gathered in the previous step should be analysed. At times, it may be necessary to have a case conference that involves other school personnel besides the student's teacher(s). In some instances resource personnel external to the school staff may be required to help interpret the information.

The analysis should generate hypotheses about the possible causes of the student's inappropriate behaviour.

Implementation Phase: Planning and Intervention

Formulate Plan for Change

1. Set goals
Goals should be set in the light of hypotheses formed in the assessment phase.

Long-term goals: A statement of long-term goals should describe the behaviour that is ultimately desired.

Short-term goals: A statement of short-term goals should describe the specific, realistically attainable steps leading to each of the long-term goals.

Workable short-term goals should indicate:
- who? (e.g., Leslie)
- what? (e.g., will complete [x] assignments)
- when? (e.g., in the evening)
- where? (e.g., at home)
- criterion of success (e.g., [x] assignments should be complete over a [y]-day period)

The short-term goal would thus read: "Leslie will complete (x) home assignments over a (y)-day period."

Where applicable, the criterion of success will be determined at a student-teacher conference.

2. Select strategies
The strategies selected will depend on the hypotheses stated, the goals established, and the information gathered during earlier phases of the model (e.g., the student's interests, strengths, and needs, and his or her perception of the problem). When systematically examined, the information should reveal a pattern (e.g., inappropriate behaviour occurs only during unsupervised periods; the student only speaks with male staff members).

The strategies chosen and criteria set should meet the individual needs of the student (see the case studies and the Appendixes for examples).

Implement Plan for Change

The successful implementation of any plan for change requires:

- consistent application (i.e., teachers should follow the plan devised and persevere with it);
- continual monitoring to identify possible necessary adjustments to meet the changing needs of the student (i.e., "fine-tuning").

Implementation Phase: Evaluation

Evaluate Plan for Change

Before the plan for change is implemented, teachers should decide at what intervals its evaluation will occur.

Evaluation will lead to one of the following:

1. Resolution
If the long-term goals have been met, the situation has been resolved and the supportive interventions are no longer necessary. Appropriate behaviour should be maintained by preventive management techniques.

2. Reapplication of the model
If the short-term goals have not been met, the teacher should:

a) return to the observation and recording stage because more information is needed;

b) return to the analysis and interpretation stage because the information needs further analysis, and/or a new hypothesis needs to be formulated; or

c) return to the planning and intervention stage because the short-term goals need refining, and/or new strategies need to be selected.

3. Continuum of services
If, after several applications of the model, there is no appreciable change in the student's behaviour, he or she should be referred to other services, using the procedures established by the local board.

D. Application of the Supportive Intervention Model: Three Case Studies

In the following three case studies, the steps involved in applying the supportive intervention model to specific behavioural problems are outlined in detail. For each stage, from initial observation through intervention to final evaluation, the steps the teacher may follow and the type of data that may be gathered at each step are illustrated in considerable detail. The actual recording of observations and program results by the individual teacher will be in a much more concise format. Examples of what this record might look like are provided for two of the case studies (see Appendixes I and II) on "Teacher Record of Information" forms. The sample form depicts only one possible way of recording information on a student's program or progress, and may be modified in part or in whole to suit a teacher's individual needs and/or a particular classroom situation.

Case Study 1 (Primary/Junior)

Mary, age eight, is in a regular class. On numerous occasions, her teacher has expressed concern to both the principal and her parents about Mary's classroom behaviour.

Mary spends a considerable amount of her time wandering about the room, with the result that she completes very little work each day. Several requests from the teacher are required before Mary will return to her seat and attend to the task at hand.

While wandering, Mary frequently disturbs other students by teasing, poking, scribbling on their books, or taking their equipment. The teacher often has to mediate in disputes caused by Mary's behaviour. Most discussions that the teacher has had with Mary concerning her behaviour have evolved into lengthy arguments.

Assessment Phase: Observation and Recording

Pinpoint Behaviour

1. Mary spends a considerable amount of her time wandering about the room. *(wandering)*
2. Mary completes very little work each day. *(incomplete assignments)*
3. Mary disturbs peers through teasing, poking, scribbling on their books, taking their equipment, pinching, or kicking. *(disruption)*
4. Mary argues with the teacher and fails to comply with verbal requests. *(non-compliance)*

Gather Information (Observation period: 1 week)

1. Behaviour	
– duration	– *wandering:* Mary is out of her seat on average 65 minutes each day.
– frequency	– *incomplete assignments:* Mary completes an average of 2 out of 6 tasks each day.
	– *disruption:* Mary averages 5 instances each day.
	– *non-compliance:* Mary averages 15 instances each day.
– preceding events	– *wandering:* While the teacher is working with a small group of children, Mary wanders.
	– *incomplete assignments:* When unsupervised, Mary does not complete assignments.
	– *disruption:* When given no attention from the children or teacher, Mary disrupts other students.
	– *non-compliance:* When given a short request or reprimand, Mary does not comply.
– consequence	– *wandering:* The teacher asks Mary to sit down.
	– *incomplete assignments:* No positive feedback can be given.
	– *disruption:* Mary's peers tattle; she is reprimanded by the teacher; she gets the attention she wants.
	– *non-compliance:* Student-teacher, one-to-one interaction is prolonged by Mary's non-compliance and argumentative behaviour.
2. Student	
– learning style	– needs teacher direction and feedback
– strengths	– possesses communication skills above current grade and age level (reading, writing, and language)
	– is good at organizing others
	– responds well in a one-to-one situation
	– is aware of her environment
– interests	– enjoys cooking with her mother
	– enjoys being a high-profile member of the class

– motivation	– lacks motivation to follow behavioural expectations
	– lacks motivation to complete classroom assignments
	– is motivated to seek out attention
	– is motivated to assert self
– weaknesses	– has difficulty with appropriate interaction with both peers and adults
	– has difficulty analysing her own feelings and motivations
– response to correction	– ignores reprimands, requests to modify her behaviour, etc.
– social skills	– seems immature (cannot reciprocate)
	– rarely engages in social interaction
	– seems to want to be the centre of attention
– perception of problem	– will not, or cannot, perceive any problems in her behaviour
	– will not talk about any problems
3. Teacher self-awareness	– not applicable
4. Situational factors	– Disruption occurs during large-group interaction and during small-group activities if the teacher is working with another group.
	– Non-compliance occurs as a response to a short reprimand by the teacher.
5. Curriculum	– not applicable
6. Student profile	
– OSR and past reports	– No academic problems are indicated.
	– No medical conditions are indicated.
	– Similar behaviours were noted in Grades 1 and 2 but not to the same degree as current manifestations.
– conference with student	– Mary is not willing to discuss her behaviour; however, she extended the length of time of the student-teacher conference by skilfully manipulating it.
– conference with mother	– Mary has a younger brother (two years old).
	– Mary's mother provides day care for two younger children.
	– Mary has become, over the last two years, progressively more disruptive at home: specifically, she refuses to eat certain foods or to comply with bed-time expectations, and she teases the younger children.
	– Mary's mother feels "at the end of her rope". She feels none of her methods of disciplining Mary have been effective: these seem to focus on reprimanding, with little "follow-through".
	– Mary's father works at night and has little responsibility for managing Mary's behaviour.

Assessment Phase: Analysis and Interpretation

Interpret Information

– conference in principal's office at school with Mary's mother, principal, and classroom teacher (father was working)	– Mary does not have any apparent cognitive or medical problems. – Mary is not getting sufficient positive attention in her home environment. (There are three younger children in the home; the father works nights; the mother feels defeated by the problem.) – The purpose of Mary's inappropriate interactions with peers is to draw attention to herself. – Mary's prime victims are children who are prone to "tattling". – Mary's wandering, disturbing of peers, and arguing with the teacher do not allow her to spend time on her assignments; thus they are incomplete.
Hypotheses – specific	1. Mary has learned that to gain attention she must behave inappropriately. 2. Over time Mary has learned that the more inappropriately she behaves the more attention she receives. She seems to think that any attention is better than none. 3. Mary's wandering prevents completion of work. 4. Mary has not acquired the skills necessary to interact with her peers, possibly because she was an only child for six years. 5. The birth of her brother reduced the amount of attention Mary received at home; thus, her need for attention – in any form – increased. 6. Mary's potential in the academic areas is probably high. This is indicated by her ability to keep up with her peers in spite of her off-task behaviours.
– general	– Mary's drive for attention was precipitated by family changes when she was six years old. Lack of interactional skills kept her from developing appropriate means of gaining attention: thus the radical increase in inappropriate attention seeking.

Implementation Phase: Planning and Intervention

Formulate Plan for Change

Set goals

Long-term goals	By the end of the current school year: 1. Mary will display an increase in appropriate means of gaining recognition. 2. Mary will complete most of her tasks each day.

Short-term goals	By the end of a three-week intervention period:
– wandering	1. Mary will have decreased her wandering in the classroom to a maximum of 10 minutes each school day.
– incomplete assignments	2. Mary will complete an average of 4 out of 6 assignments daily.
– disruption	3. a) Mary will have eliminated her disruptive behaviour in class. b) Mary will have increased her appropriate interaction with peers to 4 times each day.
– non-compliance	4. Mary will comply immediately and without arguing with her teacher's requests.
Select strategies	– Ignoring and removal, which are techniques to decrease an unwanted behaviour, must be paired with techniques that will increase wanted behaviours.
	– Because of the intensity of Mary's need for attention and the multiple factors involved, absolute consistency in the teacher's approach is essential.
	– Ignoring is used as a planned technique to extinguish unwanted behaviour – in Mary's case, wandering. It is important that ignoring might have been unconsciously applied over the past two years to appropriate behaviours; thus they have been extinguished. These appropriate behaviours must be re-established.
	– Mary's strength in communication, skills in organization, awareness of the environment, and desire for attention lead to such possible strategies as: a) initially outlining/clarifying expectations; b) setting up conditions for success; c) modifying classroom routine and structure to facilitate successful peer interaction; d) flooding with encouragement for appropriate interaction and behaviour; e) labelling appropriate behaviour when it occurs and following it up with encouraging remarks from Mary's teacher; f) guiding peers to appreciate and publicly respond to Mary's appropriate interactions and behaviours; g) guiding peers to become aware of Mary's assets to the classroom (specifically, her strengths in the communication area, her organizational ability, and her knowledge of cooking); h) ignoring non-disruptive behaviour; i) removing Mary from the group for disruptive behaviours that involve others.
	– Involvement of the teacher in changing Mary's behaviour in the classroom will lead to such possible strategies as: a) using proximity and touch control; b) using token and social reinforcement;

	c) reinforcing positive behaviour incompatible with negative behaviour (i.e., if Mary is appropriately interacting with peers she cannot be disruptive); d) using signal interference; e) promoting a positive relationship between teacher and student through topics of interest to Mary; f) interpreting Mary's behaviour for her by giving details of what she is doing that is not acceptable and telling her what she is to do; g) convening a class meeting focusing on "tattling"; h) restructuring classroom activity (Mary's interests will be taken into account when planning the schedule and activities and tasks initially will be shortened); i) modelling appropriate interactions (both children and adults); j) avoiding threats or promises; k) avoiding power struggles by immediate removal on the teacher's terms.
Implement Plan for Change	
– decrease in wandering (goal 1)	– Wandering will be ignored. Frequent verbal approval and encouragement will be given to Mary when she is at her desk and on task (e.g., "Mary, I see you are working hard and putting good effort into this activity"). Positive comments will be delivered so that peers hear them. – As often as possible during lessons (large and small groups) the teacher will stand or sit near Mary to provide feedback and proximity of control.
– completion of daily assignments (goal 2)	– Expectations for completion of assignments will be clearly stated. Mary will be awarded 1 point for each assignment completed. Each point will be equivalent to 3 minutes of individual time with the teacher after school or to be spent as Mary desires. Points will be accumulated on a chart. Much verbal praise will be given along with points for completed tasks. – A report in chart form will be sent home at the end of each week indicating the number of points accumulated and the number of tasks completed each day. Mary's mother may wish to provide a system for acknowledging Mary's successes and task completion. – Upon completion of daily assignments Mary will be allowed to read stories to others in the classroom or to read stories to younger children in the school. When such help is needed, Mary will be allowed to organize books, materials, papers, etc., for the teacher.
– elimination of disruptive classroom behaviours (goal 3a)	– A clear statement will be made to Mary about the consequence of class disruptions that hurt others (punching, kicking, poking, etc.). No warning will be given. Removal will be

	for 5 minutes away from peers in a non-stimulating area of the classroom. After removal Mary may wish to discuss the difficulty that resulted in removal (discussion will be short and warm, but matter-of-fact).
– increase in appropriate interaction with peers (goal 3b)	– Mary's areas of strength will be used to increase appropriate interaction with peers. – Mary will be given daily opportunities to read to the class (use of stories, blackboard, directions, office messages, etc.). – Mary will be given responsibility as reading and spelling monitor for the week (decoding, spelling, and vocabulary for peers who may need help). – The teacher will purposely direct students to Mary. – The teacher will remain nearby to provide close monitoring and control of this activity. – The teacher will organize a mathematics activity (e.g., measurement) with a high degree of social interaction. Mary will be included in this small group, along with four or five peers who have appropriate social skills. Materials to ensure sharing and an activity format for talking and working together as well as for co-operation for task completion will be provided. There will be a short group discussion with the teacher about what the students had to do as a group in order to complete the (measurement) task. Positive reinforcement will be given to the group for task completion, with a smile for or eye contact with Mary. Group members and Mary will be encouraged to express how they felt, how they interacted, and how they co-operated to complete the task. Mary's interaction with the group will be monitored. The teacher will intervene only if physical aggression occurs. – The teacher will provide learning units in Mary's areas of interest and strength. Units on cooking will be included. Mary will organize the baking area and label the utensils to be used in baking a cake. During the demonstration and the class's involvement in the activity, Mary will read the directions for making and baking the cake. The teacher will provide public recognition of Mary's input. Mary, with a small group, will be responsible for cleaning up. If the activity is successful, the learning unit on nutrition will be extended and allow Mary to be more involved.
– compliance with teacher requests and directions (goal 4)	– A clear statement will be made to Mary that the teacher will not argue with her about requests or directions. Mary will be given 30 seconds to comply with the teacher's requests. If compliance occurs, Mary will receive positive reinforcement and encouragement (e.g., "Sometimes it is difficult to do what we are requested to do, Mary. I'm pleased to see that you have made a good choice").

– When Mary is not able to comply within the stated time period, non-compliant behaviour will result in 5 minutes of removal. For removal, teachers should use a progression from non-verbal sign to verbal communication to physical prompt. Removal *must* follow this sequence. After removal Mary may wish to discuss the teacher's request in a more acceptable manner.

– The procedure for dealing with argumentative behaviour will be consistently applied.

Implementation Phase: Evaluation

Evaluate Plan for Change

The evaluation took place three weeks after the initial conference. The classroom teacher, the principal, the parents, and the behavioural consultant were present.

– wandering

1. Goal met and dropped. Mary decreased her wandering to less than 10 minutes a day.

   Comment: The classroom teacher now sees Mary's movement around the classroom as appropriate.

– incomplete assignments

2. Goal met. Mary has completed an average of 6 modified assignments daily.

   Comment: Return to the planning and intervention stage. A new short-term goal, to be reviewed after 3 weeks, was set.

   New short-term goal 2: Mary will complete all assignments during the school day.

– disruption

3. a) Goal not met: strategy to continue. Mary still had periods of classroom disruption.

      Comment: Return to the analysis and interpretation stage. When information was reanalysed, the point that Mary chose children who were prone to tattle was highlighted. The teacher was not responding to tattling, but still allowed it to happen. A new short-term goal for the teacher, to be reviewed after 3 weeks, was set.

      New short-term goal 3a: The teacher will not allow any tattling in her classroom. The teacher decided to implement this by initiating a new class rule.

   b) Goal met. Mary was appropriately interacting with peers 4 times each day.

      Comment: Return to the planning and intervention stage. A new short-term goal, to be reviewed after 3 weeks, was set.

      New short-term goal 3b: Mary will interact appropriately with peers all day in the classroom.

– non-compliance

4. Goal met. Informal monitoring to continue. Mary was immediately complying without arguing with the classroom teacher's requests.

Case Study 2 (Intermediate)

Leslie, age twelve and in a regular Grade 7 class, is receiving forty minutes of daily withdrawal support in reading and spelling. Various teachers have reported that for some time students have been complaining to them that Leslie is harassing students in the corridors and washrooms. This harassment is characterized by punching, tripping, soaping faces, and dunking heads in the sink.

Following each report, Leslie's home-room teacher has discussed the incident with him. Leslie's usual response has been to accuse the other student involved of initiating the aggression. The victims, as well as other students and teachers who have witnessed some of the incidents, agree unanimously that Leslie has been the aggressor.

This type of behaviour on Leslie's part has not been evident during his class periods. His teacher reports, however, that Leslie consistently fails to complete home assignments.

Assessment Phase: Observation and Recording

Pinpoint Behaviour

1. Leslie continually harasses peers, in the corridors and washrooms, by punching, tripping, "soaping", and "dunking".
2. Leslie rarely completes home assignments.

Gather Information (Observation period: 1 week)

1. Behaviour	
– frequency	– *harassment:* On average, there are 4 occurrences per week.
	– *incomplete home assignments:* Leslie completes 2 assignments out of 10.
– preceding events	– There is no readily observable trigger for either behaviour.
– consequence	– *harassment:* Students complain to teachers/administration personnel about Leslie's behaviour.
	– *incomplete home assignments:* Leslie is unable to participate effectively in class.
	– Detention for both behaviours was given following a discussion with Leslie.
2. Student	
– learning style	– is a "concrete" learner who learns best from example and modelling
– strengths	– is polite and co-operative in class
	– performs best in industrial and visual arts
– interests	– enjoys sheet-metal shops, computers, art, especially sculpture, and video games
– motivation	– appears indifferent in core academic areas but applies himself in shop and art
– weaknesses	– often requires individual instruction
	– experiences considerable difficulty in core subject areas
	– functions better in mathematics than in language arts

– response to correction/praise	– appears somewhat indifferent to both
– social skills (peers)	– appears to be "street-wise", but a "loner" with no apparent best friend
	– has an awareness of the social skills needed for positive interaction, but seems unwilling to act on this awareness
– perception of problem	– persistently claims to be the victim in harassment incidents
	– appears unconcerned about incomplete home assignments
3. Teacher self-awareness	
– instructional techniques	– In core subjects, the teacher directs whole-class lessons and small-group activities. In withdrawal class, small-group and individual instruction with a variety of techniques is provided.
– teacher-student interaction	– Leslie appears uncomfortable in one-to-one situations with most teachers. He does, however, enjoy a good relationship with his industrial arts and withdrawal teachers.
4. Situational factors	
– structure and supervision	– Both behaviours occur in unstructured, unsupervised settings (i.e., corridors, washrooms, home).
– others involved	– Harassment is usually directed at physically smaller students who appear to be "easy marks" and usually occurs during breaks following academic classes.
– time	– There is no apparent pattern in Leslie's failure to complete home assignments (i.e., no particular evening each week when assignments are not completed).
– organizational structure	– School mornings consist of core subjects with one teacher in one classroom.
	– In the afternoon, students rotate to different classrooms for academic and non-academic subjects.
– task/activity content	– Mathematics home assignments are completed more often than other subjects, though not to a significant extent.
5. Curriculum	– It would appear that all elements of the curriculum are related directly or indirectly to the behaviours (see analysis and interpretation above).
6. Student profile	
– OSR, reports	– Leslie has been in the present school for one year.
	– Difficulties with peer relationships were evident in past years, but there are no references to specific behaviours.
	– No earlier mention was made of incomplete home assignments.
	– Leslie is of average intellectual ability, though his measured performance skills are significantly better than his verbal skills.

	– Leslie's academic performance is consistently below age/grade norm (currently, he is failing in all core academic subject areas).
	– No medical problems are indicated.
– conferences with student	– Leslie insists that other students always pick on him. He never admits to being the aggressor in incidents.
	– He says he does not complete home assignments because, "I'm just stupid, that's all".
– conferences with other teachers and school administration	– There have been frequent teacher reports regarding aggressive behaviour.
	– Witnesses to some incidents cite Leslie as the aggressor in each instance.
	– Incomplete home assignments are reported in all academic subjects.
	– The industrial arts teacher reports that Leslie's efforts and enthusiasm are considerable.
	– The withdrawal teacher reports that Leslie performs well in one-to-one situations. She is amazed at how well he does considering his lack of basic skills.
	– The guidance counsellor has attempted to counsel Leslie, but Leslie has been unwilling to discuss his difficulties.
	– Both the principal and vice-principal are aware of Leslie's academic and behavioural difficulties.
– conference with parents (home-room teacher and vice-principal also present)	– The parents' comments concerning harassing behaviour were: "We didn't know this was going on. Nobody told us about it. There are no problems at home. He gets along fine with everyone."
	– The parents stated that Leslie would not accept help with his home assignments, nor were they able to "make him do his homework". On the occasions when they have insisted, he has cried.

Assessment Phase: Analysis and Interpretation

Interpret Information

– patterns	– The harassing behaviour occurs in unstructured, unsupervised settings following academic periods and involves students who are physically less capable than Leslie.
	– It would appear that Leslie's effort and performance are better in non-academic classes.
– relationships	– Leslie appears to relate better to teachers of non-academic subjects.
– program	– The curriculum (content, materials) in core subjects is too advanced for Leslie's functional level at this time. In addition, current home assignments are too demanding.

Hypotheses

1. Leslie's poor academic skills have led to a feeling of frustration and to low self-esteem.
2. Leslie's inappropriate social behaviour is an attempt to enhance self-esteem and to dissipate feelings of frustration.
3. Leslie's attempts to avoid evaluation result in his failure to complete home assignments.

Implementation Phase: Planning and Intervention

Formulate Plan for Change

Set goals

Long-term goals

By the end of the current academic year:

1. Leslie will be able to compete more successfully with his peers in achieving grade norms in the core subjects.
2. Leslie will complete all home assignments on a consistent basis and to the best of his ability.
3. Leslie's aggressive acts towards peers will diminish to the point where school staff are no longer concerned.

Short-term goals

By the end of the current school term:

- academic achievement
1. Leslie will achieve grades of 50 per cent or better on tests in the core subject areas in which he is now experiencing difficulty.

- homework assignments
2. Leslie will be completing 50 per cent of his homework assignments over a 5-day period.

- behaviour
3. Leslie's aggressive acts towards other students will decrease by 50 per cent.

Select strategies

- academic achievement
  - Student services personnel will be requested to conduct an academic/diagnostic assessment of Leslie's academic skills.
  - Leslie's curriculum will be modified (content, instructional techniques, materials, evaluation methods) in the core academic areas.
  - Increased daily withdrawal support will be given to Leslie.
  - A conference with Leslie's teachers, guidance counsellor, and principal or vice-principal will be held to discuss program modifications, including timetable changes.
  - The possibility of having peers tutor Leslie in the core subjects will be investigated.
  - To improve his motivation and to strengthen his basic skills, Leslie will be allowed to use the computer on a regular basis.

- homework assignments
  - All future homework assignments will reflect the content of Leslie's modified program.
  - Individual discussions with Leslie regarding the nature of the assignment will be held.

- Expectations concerning assignments will be clearly communicated to Leslie.
- Initially, the number and length of homework assignments will be limited in order to encourage Leslie's performance.
- Initially, only the home-room teacher will assign homework. (A conference with the teachers involved to gain their co-operation with this strategy will be held.)
- A meeting with Leslie will take place to discuss the establishment of a contingency contract, and an attempt to gain his co-operation will be made.
- Leslie and his teacher will set up the contract together.
- Leslie's contingency contract will state: Contingent upon the completion of 2 homework assignments over a 5-day period, Leslie will receive 1 additional period of industrial arts (an identified interest and strength). This additional period is to take place on the Friday of, or immediately following, the 5-day period. Leslie should understand that *if and only if* he fulfils the terms of the contract, will he receive the extra shop period.

  Leslie should understand that failure to complete 2 assignments within 5 school days will result in his completing the work at school on his own time (recess, lunch hour, after school) within 1 day after the due date of the assignment.
- Leslie and the teacher both will sign the contract. Two copies will be kept on file.
- One copy of the contract indicating whether the terms have been met will be sent home at the end of the contract period.

- behaviour

- Leslie's curriculum in the core academic areas will be modified in order to promote success and decrease his feelings of frustration.
- The possibility of Leslie's tutoring less capable peers in industrial or visual arts (identified areas of strength) will be investigated.
- Following any incidents of harassment, Leslie will be required to write an account of the incident, which then will be discussed with his home-room teacher.
- After Leslie signs and dates his written account, it will be placed in a separate file. A copy of the written account will be sent home. When four of these accounts have been accumulated, Leslie's parents will be called in for a conference involving appropriate school personnel.

Implement Plan for Change

- responsibilities

- A formal evaluation of the plan for change will occur at the end of the current school term.
- The home-room teacher will accept major responsibility for implementation, with support from the administration and other teachers involved.

	– The home-room teacher and vice-principal will meet with Leslie's parents to discuss the plan for change and the method by which they will be kept informed of Leslie's progress (i.e., copies of contracts and written accounts).
	– Upon successful completion of the contingency contract, the home-room teacher will notify the industrial arts teacher, who will accommodate Leslie in the Friday shop class.
	– In the event that Leslie does not meet the terms of the contract, the outstanding assignments will be completed under the supervision of the home-room teacher.
	– Incidents of harassment will be reported directly to Leslie's home-room teacher.
	– When such harassment occurs, the home-room teacher will provide Leslie with a form on which he will write about the incident. The teacher will discuss the account with Leslie and file the report.
	– In the event that four reports are accumulated, the home-room teacher will notify the office, and the administration will invite the parents to attend a conference on their son's inappropriate behaviour.
– shift in criteria	– In the event that the contract's terms are met for 3 successive weeks, the contract will be renegotiated at a teacher-student conference. The criteria will be adjusted upward to reflect Leslie's improved performance (i.e., more completed home assignments will be required in order for the reinforcement to be granted). A copy of the new contract will be given to Leslie's parents.

Implementation Phase: Evaluation

Evaluate Plan for Change

– at the end of the current school term	– If the short-term goals have been met, they will be refined and adjusted to reflect the change in Leslie's performance.
	– The short-term goals have been designed to shift the locus of control gradually from the teacher to Leslie. For example, Leslie will keep a record of (self-monitor) his daily academic performance and behaviour and will meet with the home-room teacher once a week to discuss his performance.
	– Implementation, evaluation, refinement, and adjustment will continue until the long-term goals have been met.
– at the end of the school year	– The progress made towards meeting the long-term goals will be assessed.

Case Study 3 (Secondary)

John, age fifteen and in Grade 9, has been brought to the attention of the school psychologist by the teacher, through the principal. He is described as excessively withdrawn in relating to both teachers and peers. He never contributes to classroom discussions. The teacher wonders if he is a depressed adolescent.

Assessment Phase: Observation and Recording

Pinpoint Behaviour

1. John appears "depressed"; he does not interact with others at school.
2. He attends school regularly but is often reported absent from class by academic subject teachers.

Gather Information (Observation period: daily during school year)

1. Behaviour

- There is no evident variation in behaviour within a class period.
- John speaks only when asked a direct question in class.
- He responds hesitantly in a barely audible voice, blushes, and avoids eye contact with the teacher when asked to answer orally in front of peers.
- During independent assignments in class, John never completes notetaking, but sits quietly and does not disturb others.

2. Student

– strengths	– possesses at least average intellectual abilities
	– has excellent verbal comprehension and conceptualization/ reasoning abilities and a well-developed, expressive vocabulary
– interests	– is very interested in shop classes (specifically auto mechanics)
– motivation	– demonstrates little interest in academic subjects
	– says: "It doesn't matter anyway. I'm quitting school at the end of this year."
– weaknesses	– has problems with specific fine-motor skills and with motor speed, which severely limit the quantity and/or quality of written work he is able to produce in class
– response to correction/praise	– responds positively if praised or corrected privately
	– appears embarrassed if either corrected or praised in front of others
– social skills	– has few friends and seldom initiates conversations with others

	– appears to be a loner during spares, lunch break, etc.
	– avoids class periods involving group discussions/activities
	– spends free time at home alone, often in his room (information from mother)
– perception of problem	– does not speak to others at school because he is certain they think he is "dumb"
	– feels that since he failed and never finishes his work in school, other students always put him down
	– says that both at home and at school no one bothers him if he is quiet
	– regarding failure to complete written work in class periods, says simply: "I hate writing. My hand gets too tired when I have to write a lot."
3. Teacher self-awareness	
	– No consistent approach to John was being used by his different teachers prior to the program's implementation.
	– Academic subject teachers find John shy and uncommunicative.
	– Shop and physical education teachers report that he participates more openly and converses on a one-to-one basis with them in a relaxed, friendly manner.
4. Situational factors	
– task/activity content	– John attends school regularly and is less withdrawn in shop and physical education classes.
	– In academic subject classes, he responds, though with some hesitancy, on a one-to-one basis, but is very withdrawn in both small and large groups.
5. Curriculum	
– appropriateness of subject, content, instruction	– Academic subject teachers question John's placement.
	– John has various difficulties in academic subjects (e.g., incomplete tests and essays and poor written assignments).
	– John is registered in the general level program in all subjects.
	– Transferring John to a lower level of academic programming may be appropriate.
6. Student profile	
– OSR	– John's elementary school teachers observed similar problems.
	– John achieved average scores on standardized ability tests but consistently has difficulty completing written work within class time limits.
	– John repeated Grade 5 and was transferred in Grades 6, 7, and 8.
– conferences with student (school administrator, guidance counsellor, and school psychologist also present)	– John initially seems a shy, verbally hesitant boy. He expresses a significant lack of self-confidence, rooted in the long-standing difficulties he has experienced in coping with the written component of academic subjects.

– Regarding his home behaviour, John simply states that he has always done what he wants. If his mother doesn't like what he is doing, he just gets angry and she leaves him alone.

– John says he doesn't act that way at school because the teachers don't bother him if he is quiet. He tries hard not to be noticed because, "When I have to answer out loud in class, I get nervous, 'cause kids always laughed at me in elementary school when I made mistakes".

– conference with mother

– John acts very differently at home.

– Since John's father's death when John was nine years old, his mother has had great difficulty managing John's behaviour at home.

– She describes his behaviour as overtly hostile and aggressive (hitting younger siblings, swearing at her).

– She used to lock him in his room when he became aggressive, but now John "explodes" verbally and then just walks out; he comes and goes as he wishes.

– When John is at home his mother makes no demands on him to help with chores, etc., as she fears upsetting him.

– Since his father's death, John has experienced increasing difficulty in relating to others and spends long periods of time alone in his room.

Interpret Information

Hypotheses

1. John's "depression" at school reflects both his feelings of inability to succeed academically and the learned value, "If I am quiet I won't be expected to interact with others".
2. John's academic work-completion problems reflect fine-motor as well as motivational problems.
3. Although there is an apparent discrepancy between John's behaviour at home (aggressive) and at school (withdrawn), both styles of behaviour allow John to control the situation.

Implementation Phase: Planning and Intervention

Formulate Plan for Change

Set goals

Long-term goals

1. John will regularly attend all classes.
2. At school, John will participate more in both formal and informal discussions with others.
3. Written assignments will be completed within class time limits.

Short-term goals	During the first two-week period: 1. John will attend 4 out of 5 periods per week in each academic subject. He will work in the resource room during the remaining periods to catch up on missed notes. 2. John will verbally participate at least once per period in class discussions. 3. By the end of the first two-week period, John will have all notes completed and up to date.
Select strategies	– One person (e.g., the vice-principal, the guidance counsellor, the home-room teacher) will: a) co-ordinate John's program; b) establish and maintain a consistent approach in working with John; c) provide John with a consistent contact/support person in the school; d) ensure that John's class attendance improves without involving the administration; e) provide the means to monitor John's classroom attendance. This approach appears most appropriate since John's absences from class reflect his discouragement and fear of failure rather than a challenge to school rules or authority.
– participation in classroom activities	– To assist John to overcome his fear of answering in front of his peers, a system of teacher assistance/prompting will be developed.
– written assignments	– Since John's work-completion problem seems to be caused by specific weaknesses in his fine-motor and motor-speed abilities, reduced teachers' demands for the completion of written assignments are appropriate. Supplemental oral examinations and provision of notes for studying are warranted to show John that he can succeed despite the motor problems.
– further assessment	– An academic assessment is warranted to further identify John's strengths and weaknesses and appropriately modify his academic program.
– social skills	– Opportunities will be provided to improve John's social skills and confidence in group interaction situations. – In order to capitalize on his interests, verbal abilities, and intelligence, placement in a specific, significant role in groups will be undertaken to improve his self-esteem.
– practical approach	– Because of his history of academic difficulty, especially in high-content subjects, a more practical approach in choosing materials for teaching and assessment is needed to improve John's interest and motivation.
– review meetings	– Because of the chronic nature of John's difficulties, change will be gradual; therefore review meetings are appropriate.

Implement Plan for Change

	In a meeting that included John, his mother, and school staff, John agreed to attempt to reach the specified short-term goals.
– responsibilities	– John will use a daily attendance sheet to monitor his attendance. At the end of each day, John will report to the vice-principal and present the attendance report to him. They will discuss John's daily progress.
	– An individualized schedule will be provided for both John and the resource-room teacher to co-ordinate the specific remedial period to be made available to him.
– participation in classroom activities	– John's teachers will initially help him each day to prepare an answer to a question that he will be asked by the teacher during the class period the following day. This is designed to facilitate his increased participation in class by reducing his fear of answering incorrectly in front of classmates.
	– As John succeeds, the teacher's involvement will fade out, so that John will offer answers or more spontaneously converse in discussions in class.
	– No reinforcement for increased participation in class will be specified. John indicates that just answering correctly in front of his peers will be rewarding to him, "'cause other kids will see I'm not dumb".
– written assignments	– All teachers will: a) reduce the quantity of note-taking expected of John in class; b) supplement all written tests with oral evaluation of John's understanding of the subject material.
	– The resource teacher will work with John for 4 periods per week for 2 weeks to help him bring missing notes up to date.
– further assessment	– Complete diagnostic assessment will be conducted by qualified resource personnel to determine John's skill development and his knowledge of subject matter in English and history/geography and to examine his learning needs further.
– social skills	– During academic group activities, John will be placed in the role of directing/co-ordinating the plan of action, with prior consultation with the teacher to specify what he is to say and do in this role.
– practical approach	– Academic subject teachers will obtain specific technical manuals from John's shop teachers. This material will be integrated into the daily instruction program for John and other students identified as having similar needs.
– review meetings	– Review meetings will be held by the school team on a weekly basis and with John and his mother once a month.

Implementation Phase: Evaluation

Evaluate Plan for Change

- evaluation

Two weeks and one month after the initial conference, subsequent meetings were held with John, his mother, and the school team.

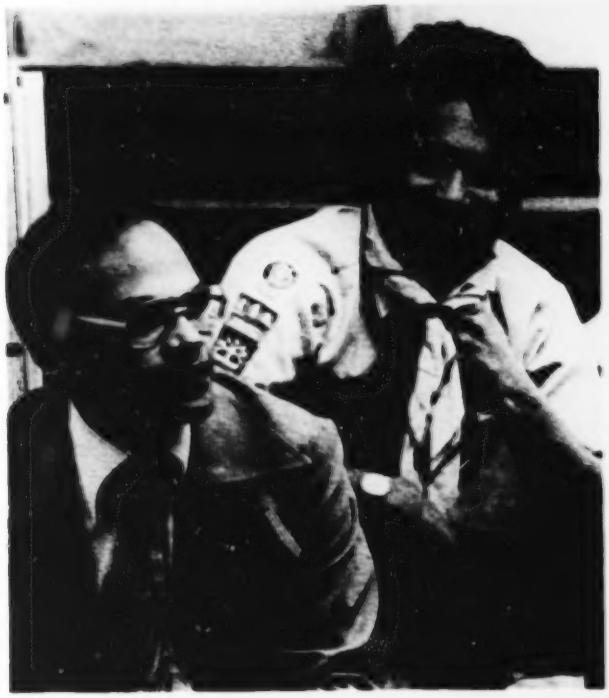
- Short-term goals are being met, with rapid progress in John's spontaneous, appropriate interactions with others.
- After a few lost record sheets, with consistent follow-up by the guidance counsellor, a record of John's attendance in class was obtained daily and reviewed with John.
- His attendance improved; however, continued follow-up appears warranted.
- Modifying the number of written assignments and using the shop texts in academic subjects gradually resulted in an apparent increase in confidence (e.g., following the two-week short-term-goal period, John spontaneously began to participate in the academic program to an ever-increasing degree).
- When he began to interact spontaneously, some limit-testing (e.g., arriving late for class, talking to peers in class, answering inappropriately, and behaviours moderately similar to those within the home setting) surfaced at school. This was to be expected. Discussions between John and the guidance counsellor reveal that this behaviour reflects John's growing feelings of security and confidence in interacting with peers.

- resolution

In a subsequent meeting with John's teachers it was agreed, therefore, that this behaviour would be viewed in positive terms and responded to as flexibly as possible.

- By the end of the first month, this behaviour had not presented exceptional problems in class.
- The educational assessment reveals that John is capable of succeeding in the general level program. It is recommended, however, that he receive assistance from the resource teacher for at least 1 period per cycle in order to review basic grammar and written-language skills.
- John's mother is experiencing continued difficulties in consistently enforcing limits at home, although from her point of view John has significantly increased his effort to co-operate. Because of the chronic nature of these family problems, it was agreed that the school team could only assume responsibility for the program at school, and that the mother would be encouraged to seek further assistance from a family-service agency.

Appendixes



Appendix I (Case Study 1)

TEACHER RECORD OF INFORMATION

Name of Student: (See Case Study 1: Primary/Junior) Grade: _____
Date of Birth: _____ Date: _____
Name of Teacher: _____

Assessment Phase

Observation and Recording		Analysis and Interpretation
Behaviour	*Information*	
Wandering	Wandering - averages 65 minutes out of seat each day - wanders while teacher is working with a small group - results in teacher giving attention	- has no apparent cognitive/medical problems - has poor interaction skills - uses behaviour to draw attention to herself - has possibly increased attention-seeking behaviour after brother's birth and ensuing reduction of attention - has high academic potential, shown by the fact that she is still functioning academically at grade level
Incomplete assignments	Incomplete assignments - averages 2 tasks complete out of 6 each day - when unsupervised - results in no positive teacher feedback	
Disruption (teasing, poking peers)	Disruption - averages 5 instances each day - when she receives no attention - results in tattling and reprimands (i.e., attention)	
Non-compliance (arguing with teacher)	Non-Compliance - averages 15 times a day - when she is given a short reprimand - results in student-teacher interaction being prolonged	
	Student - needs teacher direction/feedback - has good communication skills - is good at organizing others - responds well in one-to-one discussion - is aware of her environment - enjoys attention - has poor motivation - has difficulties with appropriate peer and adult interaction - ignores correction - wants to be the centre of attention - will not admit there is any problem - no indication of academic or medical problems in the past - current behaviour problems noted in the past (but not to same degree) - has normal birth history - enjoys cooking	Home - younger brother (2 years old) - mother provides day care for 2 young children - disruption increasing at home

Implementation Phase

Planning and Intervention		Evaluation
Goals	*Implementation*	
Long-term By the end of the school year, Mary will complete most of her tasks each day.		(3 weeks after initial conference)
Short-term		
1. After three weeks, Mary will have decreased her wandering to a maximum of 10 min./day.	– Wandering will be ignored. – Frequent verbal approval and encouragement will be given when Mary is at her desk and on task. – If possible, the teacher will stand or sit near Mary (feedback and proximity of control).	– Goal met and dropped.
2. After three weeks Mary will complete an average of 4 out of 6 assignments daily.	– Expectations will be clearly stated. – One point will be awarded for each assignment completed. (1 point = 3 minutes with teacher, or choice of activity) – Accumulated points will be charted. – Points will be paired with verbal praise. – Chart report will be sent home each week. – When the assignment is completed, Mary will read a story to younger children, read to others in class, or organize books, papers, etc., for the teacher.	– Goal met. – New short-term goal set: Mary will complete all assignments during the school day.
Long-term By the end of the school year, Mary will display an increase in appropriate means of gaining recognition.		
Short-term		
3. a) After three weeks Mary will have eliminated her disruptive behaviour in class.	– The consequence of class disruption will be clearly stated. – Removal for 5 minutes will be enforced.	– Goal not met. – New short-term goal set for teacher: He or she will not allow any tattling.
3. b) After three weeks Mary will have increased her appropriate interaction with peers to 4 times each day.	– Daily opportunities to read to the class will be given. – The responsibility of being reading and spelling monitor for the week will be given. – Mathematics activities will be organized by the teacher for a high degree of social interaction (the teacher will monitor). – The teacher will organize learning units in Mary's areas of strength and interest (e.g., cooking). – Public recognition will be given to Mary for her input.	– Goal met. – New short-term goal set: Mary will interact appropriately with peers all day in the classroom.
4. After three weeks Mary will comply immediately and without arguing with her teacher's requests.	– Expectations will be clearly stated. – Positive reinforcement (verbal) will be used for compliance. – The consequence of non-compliance will be removal for 5 minutes. – The entire procedure will be consistently applied.	– Goal met. – The teacher will continue to monitor informally.

Appendix II (Case Study 3)

TEACHER RECORD OF INFORMATION

Name of Student: (See Case Study 3: Secondary) Grade: _____
Date of Birth: _____ Date: _____
Name of Teacher: _____

Assessment Phase

Observation and Recording		Analysis and Interpretation
Behaviour	*Information*	
– "depressed" – little interaction with peers – absenteeism in specific subject areas – "acting out" at home	– has shown lack of motivation in the past (OSR) – has shown depressed behaviour (teachers' reports from Grade 6 on) – appears "withdrawn"; fails to participate voluntarily in class discussions, etc. (subject-area teachers' reports) – has average I.Q. (recent assessment) – is generally polite to teachers – shows unacceptable behaviour more often in subject classes than in shop classes – generally likes shop, with art and auto mechanics being favourites (no behaviour problems reported in any of these shops) – has poor fine-motor skills – is slow copier/writer – expresses little interest in academics ("turned off") – father deceased – mother reports management problems at home	– has poor self-image reinforced by poor academic performance caused by writing-skills problem and seeming general lack of motivation; results in withdrawal from academic areas because of feelings of inadequacy and frustration – avoids peer/social contact to avoid exposing academic deficiency; feels inferior to "more capable" peers – hates writing (says hand "always sore and tired" after minimal effort) and can't complete work; frustrated over problems in this area – feels "put down" by peers, especially in areas in which he feels his peers are superior – at present, seems to be controlling both home and certain aspects of school life with his behaviour

Implementation Phase

Planning and Intervention		Evaluation
Goals	*Implementation*	
Long-term John will attend all classes on a regular basis.	– In areas where absenteeism has been a problem, teachers will closely monitor this behaviour and report all instances to the vice-principal who will follow up and report back to the staff. – John will be held responsible for notes and assignments for all missed classes except for those for which he has a signed note from home explaining the reason for the absence.	– Instances of this behaviour decreased once John realized the seriousness of skipping academic subject classes. – Conversations with the guidance counsellor, along with recognition and intervention by the teacher, seem to have helped.
Short-term During the first two weeks, John will attend 4 of 5 periods per week (cycle) per subject.	– John will monitor his own attendance and report to the vice-principal at the end of each day.	– The plan appears to be working. John has responded comparatively well to the follow-up discussions about absences and their effect on his performance in that subject area.
Long-term John will participate more in formal and informal class discussions.	– Teachers will direct more questions to John and actively encourage and prompt him when he makes an attempt to respond. – John will be assigned a question in areas in which this format is appropriate and will be required to be responsible for responding in class the next time the subject is dealt with. This plan will be implemented in order to help John reduce his anxiety regarding classroom discussions.	– Some success in this area. It is, however, a limited success, as should be expected given the long-standing nature of this problem and the student's feelings with regard to his ability in this area.
Short-term During the first two weeks, John will participate at least once per period in class discussions.	– Teachers will monitor this behaviour in ways that reflect the student's feelings and, where appropriate, prompt and encourage him to respond.	– John seems to be trying to do better in this area. However, given the long-standing nature of this problem and its possible cause, teachers expect change to be gradual and are satisfied that the changes that have occurred thus far have been for the better.

Implementation Phase

Planning and Intervention		Evaluation
Goals	*Implementation*	
Long-term John will complete written assignments within class time limits.	– Initially, teachers will lower expectations with regard to this student and completed assignments, where it can be shown that he has made a genuine effort. Gradually, the amount of work expected will increase.	– John's level of productivity is gradually increasing as teacher and resource-centre personnel closely monitor and assist both with actual written work and with alternatives to written work (audio-visual aids, etc.).
Short-term During the first two weeks, John will use "spares" to seek help with assignments from the resource centre.	– John will speak with staff in the resource centre, and together they will work out convenient times at which John will report to them for extra assistance in the subject areas in which he is having problems.	– With considerable assistance from staff in the resource centre, plus use of alternatives to written assignments, John is completing more work than before.
Short-term By the end of the first two weeks, all subject notes will be completed and up to date.	– Each teacher will monitor his or her subject notes.	– By the end of the first two weeks, all notes are reported up to date.

UPDATE: _____

- A meeting with John, his mother, and the teaching team after the first two weeks of the plan showed most short-term goals to have been met.
- John is interacting more.
- A few problems with attendance remain.
- The number of written assignments completed and handed in has increased.

UPDATE: _____

- A meeting one month after the plan's beginning shows some testing of limits to have occurred, but this behaviour is steadily decreasing. (The guidance counsellor suggests that this behaviour is a result of increased confidence and enhanced self-esteem.)
- Informal educational assessment shows that, with some guidance and direction, John could succeed without too much difficulty at the 4-year level of academic programming.
- Problems at home show no significant change. John's mother has been encouraged to seek assistance from a family-services agency.

Appendix III

Resource Information

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CCOY (Contemporary Concerns of Youth). Shirley Schwarzrock.
- Grades 7-12
- Affective development (e.g., relationship to others, school-related concerns)
- Circle Pines, Minn.: American Guidance Services, 1979. Distributed by Psycan (Markham, Ontario)

"Coping With" books. Shirley Schwarzrock.
- Grades 7-12
- Twenty-three titles (e.g., "Crutches", "Getting Along With Others")
- Circle Pines, Minn.: American Guidance Services, 1984. Distributed by Psycan (Markham, Ontario)

DUSO (Developing Understanding of Self and Others). Don Dinkmeyer.
- DUSO 1 (revised). Grades K-2
- DUSO 2 (revised). Grades 3-4
- Circle Pines, Minn.: American Guidance Services, 1982. Distributed by Psycan (Markham, Ontario)

TAD (Towards Affective Development). Henry Dupont.
- Grades 3-6
- Self- and social development
- Circle Pines, Minn.: American Guidance Services, 1974. Distributed by Psycan (Markham, Ontario)

Transitions. Henry Dupont.
- Grades 6-9
- Affective development (e.g., understanding self and others)
- Circle Pines, Minn.: American Guidance Services, 1979. Distributed by Psycan (Markham, Ontario)

Films

Note: All films listed are 16mm, and all are in colour.

K+

How to Solve a Problem. Paul Burnford Film Productions, 1968. 11 min. (K-Grade 2)

I Want... You Want. Barr Films, 1977. 7 min. Distributed by Gordon Watt. (K-Grade 3)

Me and You Kangaroo. Bert Salzman Productions, 1974. 19 min. (K-Grade 6)

Tuffy Puppy. Double-Ending Animal Stories Series. Moreland-Latchford, 1974. 8 min. (K-Grade 3)

Grade 1+

Beginning Responsibility: Being a Good Sport. Coronet, 1969. 11 min. (Grades 1-3)

The Bike. Churchill Films, 1969. 13 min. Distributed by Gordon Watt. (Grades 1-3)

The Clown. Elizabeth Fenwick, 1969. 15 min. (Grades 1-6)

The Golden Rule Game. Learning Responsibility Series. Alfred Higgins Productions, 1979. 11 min. Distributed by Omega. (Grades 1-6)

The Lion and the Mouse. National Film Board of Canada, 1975. 5 min. (Grades 1-3)

Rufus M., Try Again. CBS Inc., 1977. 13 min. (Grades 1-6)

The Ugly Duckling. Coronet, 1953. 10 min. (Grades 1-3)

Why People Have Laws: Shiver, Gobble and Snore. Learning Corporation of America, 1970. 10 min. (Grades 1-3)

Grade 2+

Feelings: What Are You Afraid Of? BFA Educational Media, 1972. 13 min. (Grades 2-5)

Getting Along With Others. Film Associates of California, 1966. 10 min. (Grades 2-4)

Moral Decision Making: Response of Misbehavior. Moreland-Latchford, 1972. 9 min. (Grades 2-6)

Moral Decision Making: Stealing. Moreland-Latchford, 1972. 12 min. (Grades 2-6)

Grade 3+

Free to Be You and Me. Free to Be Foundation, 1974. (Grades 3-13)
I. *Expectations*, 16 min.
II. *Friendship and Co-operation*, 14 min.
III. *Independence*, 17 min.

I'll Find a Way. Children of Canada Series. National Film Board, 1978. 26 min. (Grades 3-13)

Grade 4+

The Boy Who Liked Deer. Learning to Be Human Series. Learning Corporation of America, 1975. 19 min. (Grades 4-13)

The Clubhouse Boat. Values for Grades 4-7 Series. Dimension Films, 1969. 19 min. (Grades 4-6)

Mr. Gimme. Learning to Be Human Series. Learning Corporation of America, 1979. 28 min. (Grades 4-10)

Paper Drive. Values for Grades 4-7 Series. Dimension Films, 1968. 14 min. (Grades 4-8)

Pinocchio: A Lesson in Honesty. Lessons in Living Series. Walt Disney Productions, 1978. 8 min. Distributed by Magic Lantern. (Grades 4-6)

Thunderstorm. Japiri Films, 1965. 9 min. (Grades 4-6)

Grade 5+

Big Henry and the Polka Dot Kid. Learning to Be Human Series. Learning Corporation of America, 1976. 33 min. (Grades 5-9)

Jungle Book: A Lesson in Accepting Change. Lessons in Living Series. Walt Disney Productions, 1981. 9 min. Distributed by Magic Lantern. (Grades 5-6)

Snowbound. Learning Corporation of America, 1977. 32 min. (Grades 5-9)

The Violin. Sincinkin Films, 1973. 25 min. (Grades 5-10)

Whazzat? Encyclopaedia Britannica, 1975. 10 min. Distributed by Visual Education Centre. (Grades 5-11)

Grade 7+

Coping With Parents. FilmFair Communications, 1973. 15 min. Distributed by Omega. (Grades 7-13)

A Fuzzy Tale. Mass Media Ministries, 1976. 12 min. (Grades 7-13)

Purse. National Film Board, 1966. 12 min. (Grades 7-10)

The Sand Castle. National Film Board, 1977. 13 min. (Grades 7-13)

Grade 9+

Cipher in the Snow. Brigham Young University, 1974. 24 min. (Grades 9-13 and Teacher Training)

Mirror, Mirror. Brigham Young University, 1968. 25 min. (Grades 9-13)

The Shopping Bag Lady. Learning to Be Human Series. Learning Corporation of America, 1975. 21 min. (Grades 9-13)

We're Gonna Have Recess. National Film Board, 1967. 10 min. (Grades 9-13)

Grade 11+

Eye of the Beholder. General Electric Theatre Series. General Electric, 1953. 25 min. (Grades 11-13)

Group Conformity/Rejection: How's Your New Friend? McGraw-Hill, 1975. 11 min. (Grades 11-13)

Little White Crimes. National Film Board, 1966. 28 min. (Grades 11-13)

Teacher Training

The Changeover. Discovery and Experience Series. BBC-TV, n.d. 29 min.

Childhood's End. Kensington Communications, with TV Ontario, 1981. 29 min.

Acknowledgements

The Ministry of Education wishes to acknowledge the contributions of the following persons who participated in the revision and extension of this resource document.

It should be noted that the position given for each member is that held by him or her at the time of participation in the revision.

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